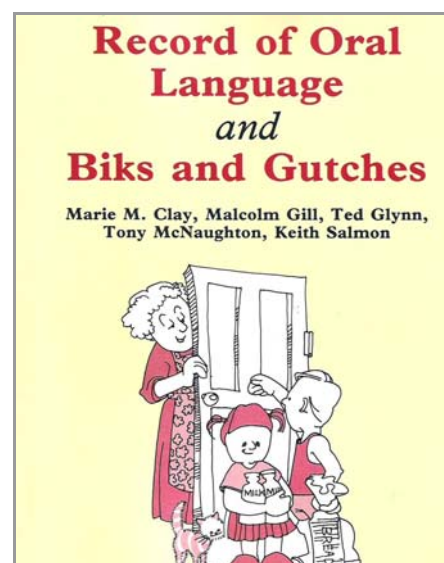
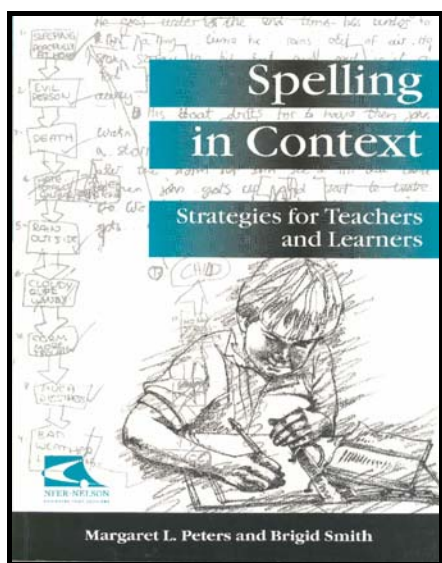


GENERAL ADVICE FOR THE ADMINISTRATION OF LITERACY ASSESSMENT P – 2



GENERAL ADVICE FOR THE ADMINISTRATION OF ASSESSMENT SCHEDULE

For specific information on the administration of each tool please refer to testing instructions on CEVN – ISS (Data Collection section/Literacy Assessment) as well as the administration manuals relevant to the tool:

Burt Word Reading Test, (NZCER), 1981

Text level Set of Benchmarking Texts (1-28) (Prescribed CECV texts)

Clay, M.M. et al. (1983), *Record of Oral Language and Biks and Gutches*, Heinemann (Vic)

Clay, M.M. (2002). *An Observation Survey of Early Literacy Achievement 2nd edition*: Heinemann, Auckland (NZ)

2000 Educational Communications Ltd. (1999), *An Observation Survey: The Video Guide Notes*, Rigby Heinemann (Vic)

Peters, M.L. & Smith, B. (1993), *Spelling in Context - Strategies for Teachers and Learners*, NFEET – Nelson (UK)

Please ensure that:

- ***The Observation Survey of Early Literacy Achievement and the Burt Word Reading Test are administered individually in one sitting***
- ***Peters Spelling in Context may be administered in small groups***
- ***Running Records are taken at a separate time from the Observation Survey***
- ***Running Records and Observation Survey tasks are administered to the student within a one-week span***
- ***All students are assessed within the testing period***
- ***Raw scores only are recorded. Stanines are not required.***

CONCEPTS ABOUT PRINT

	PREP	GRADE 1	GRADE 2
Pre	Sand	Follow Me, Moon	Sand
Post	Stones	No Shoes	Stones

INFORMATION REGARDING THOSE STUDENTS REACHING MAXIMUM SCORES

Pre test Year 1:

Pre test Year 1 all tools to be administered regardless of Prep Post test score.

Post test Year 1:

Do not test any student who has already reached the maximum score for any tool.
Record the maximum score for data collection.

Pre and Post test Year 2:

Do not test any student who has already reached the maximum score for any tool.
Record the maximum score for data collection.

RECORD OF ORAL LANGUAGE

Purpose:

- To observe aspects of a student's control over oral language
- To assess a student's level of understanding of increasingly complex grammatical structures
- To gauge level of student's auditory processing and phonemic awareness
- To note student's phrasing and fluency

Think about:

Students scoring below 13

These students may have difficulty getting underway with reading and writing. They may experience problems with the following:

- Responding to the simplest of instructions
- Understanding stories that are read to them
- The teacher needs to consider:
 - complexity of teacher language
 - text selection
 - choice of instructional strategy e.g. language experience
 - impact on writing

Students scoring between 14-28

Will need to be monitored carefully as they may have similar needs to those stated above.

Administration:

Refer to "Record of Oral Language, Biks and Gutches" pgs 16-19.

- Must be administered one to one

Helpful hints:

- Recommended to be administered by the classroom teacher
- Student faces teacher
- Make sure the student watches as the teacher speaks
- Tick correct responses and immediately record errors for subsequent analysis, eg. "father is" for "father's"
- Provide a competent adult model - speak English fluently and accurately
- Do not pause between sentences
- Articulation difficulties should be scored correct where meaning is maintained e.g. "bruder" for brother

LETTER IDENTIFICATION

Purpose:

- To test student's knowledge of letters
- To show student's preferred mode of identifying letters
- To inform about confusions and unknown letters

Think about:

- A score of less than 20 or an inconsistent method of identifying letters may impact on a student's problem solving when reading text
- Comparison with dictation task
- Are students using letter knowledge/visual information to check and monitor reading?

Administration:

Refer to Marie Clay's "An Observation Survey of Early Literacy Achievement"
pgs 82-87 (2nd edition)
pgs 43-46 (1st edition)

- Must be administered one to one

Helpful hints:

- If a student does not respond prompt using questions as stated in the manual
- Do not linger on any one letter as this may indicate to the student that his/her response is incorrect.
- Do not enlarge test page
- At a later date this tool can be used to assess further letter/sound/word knowledge

HEARING AND RECORDING SOUNDS IN WORDS

Purpose:

- To gauge student's level of phonemic/ phonological awareness
- To demonstrate the student's ability to move from sounds to letters
- To identify the strategies the student uses to record sounds in words
- To show if the student can hear the sounds buried in words
- To assess if the student can visually discriminate the symbols we use in print
- To show if the student can link single symbols and clusters of symbols with the sounds they represent
- To identify what the student has learned about spelling (orthography)
- To show if a student can record sounds in sequence

Think about

A low score (below 20) at the beginning of Year 1 indicates that the student will need extra support/assistance

- A student should have all initial and some final sounds by the end of Prep

Administration:

Refer to Marie Clay's "An Observation Survey of Early Literacy Achievement"
pgs 113-117(2nd edition)
pgs 66-69 (1st edition)

- Must be administered one to one

Helpful hints:

- Persist with the whole test as the student may be able to record some of the sounds in the final words
- Observe student's letter formation and handwriting behaviours
- The teacher should not show a student how to form a letter
- This is not a spelling test so if the sound is acceptable, it is scored correctly e.g. **tace** for **take** is scored correctly(refer pages 116-117)

CONCEPTS ABOUT PRINT

Purpose:

- To identify the student's knowledge about how books work
- To show what the student has learned about the way we print language
- To show what a student is attending to – rightly or wrongly

Think about:

A score of less than 12 indicates the student will need extra support/assistance
Expectations for Prep/ Year 1 students regarding:

- Book handling (items 1,2,7,8)
- Directionality (items 3,4,5,6)
- Concepts about words and letters(items 21,22,23)

Across tools:

- Does knowledge of letters link with Letter ID?
- Can the student identify letters and words in context and isolation?
- Think about the early text level characteristics in relation to C.A.P?

Administration:

Refer to Marie Clay's "An Observation Survey of Early Literacy Achievement"
pgs 41-43 (2nd edition)
pgs 47-49 (1st edition)

- Must be administered one to one

Helpful hints:

- Encourage the student to handle the text and turn the page
- Do not prompt
- Follow the gesture instructions
- It is helpful for the teacher to have the script on sticky notes to be removed as the text is read or written in pencil at the bottom of each page

RUNNING RECORDS

UNSEEN TEXT TEST PROCEDURE (CECV)

Purpose:

- To observe and record student's reading behaviours
- To use as benchmarking and as starting points for classroom teaching
- To ascertain the gradient of text difficulty at which the student is operating as an independent reader (where they enter text)

Think about:

- Does the instructional level link with scores on other tools?
- What reading behaviours are the students exhibiting?
- The student's phrasing and fluency
- Observable behaviours which may inform teaching

Administration:

Refer to CECV Administration instructions on CEVN

- Must be administered one to one

Helpful hints:

- **Have the student handle the book**
- Ask the student to stop if you need time to record errors etc.
- Use the correct conventions
- Practice makes perfect
- Administer the record in a quiet area with no interruptions
- Don't jump more than two levels following an "easy" text
- There can be a discrepancy between the "benchmark test gradient" (decoding) and the text gradient at which the student operates with understanding (guided reading text)
- Not a measure of "comprehension"
- Establish starting level from past data

WORD TEST - CLAY

Purpose:

- To observe the extent to which a student has accumulated a sample of frequently occurring words in reading

Think about:

- A score of less than 10 at the end of Prep indicates the student will need extra support/assistance

Administration:

Refer to Marie Clay's "An Observation Survey of Early Literacy Achievement"
pgs 91 (2nd edition)
pgs 53 (1st edition)

- Must be administered one to one

Helpful hints:

- Continue to the last word even if the student makes no attempts
- Be supportive even if the student knows little
- Record incorrect response or any attempts made on score sheet
- Record reading behaviours e.g. self correction behaviours
- Note automaticity
- Do not prompt
- Do not teach to the lists

WORD TEST- BURT

Purpose:

- To indicate strategies a student uses to decode unknown words
- To rank a student on knowledge of words in isolation
- To identify a student's attainment level when placed within an age band not a reading age

Think about:

- A score of less than 20 at the end of Prep indicates the student will need extra support/assistance
- How does the Burt score indicate a student's ability to access text?
- When does the student's fluency slow?

Administration:

"Burt Word Reading Test" Teachers Manual New Zealand Revision NZCER Gilmore, Croft and Reid pgs 3-5

- Must be administered one to one

Helpful hints:

- Do not enlarge test page
- Test page must be used by the student not the recording sheet
- Place card under row, the student reads across
- Record any attempts noting stress and syllabification
- The student must arrive at the correct pronunciation of a word using correct consonants, vowels and accents without any prompting.
- Articulation difficulties need to be considered e.g. thom for some is correct
- If students are labouring over a word encourage them to read the next word
- Students should not be asked to reread a word unless the teacher has not heard the response
- The student controls the card
- When 10 consecutive errors are reached, prompt, "Look over the rest of the words and see if you can read any more"
- Mark where the student's fluency slows

WRITING VOCABULARY

Purpose:

- To identify the writing behaviour of the students
- To gauge the student's phonemic and phonological awareness
- To show the student's control over basic writing vocabulary and the speed at which letters and sounds are produced
- To demonstrate how the student is generating words – fluency/flexibility i.e. tree train pain grain
- To show left to right sequencing behaviour – directionality
- To observe student's recall of configuration of letters – details of letter formation and letter order
- To demonstrate the student's visual discrimination
- To show the student's control over the features and conventions of print

Think about:

- A score of less than 20 at the end of Prep indicates the student will need extra support/assistance
- Does the student generate words?
- What kind of words is the student generating?
- Comparison with Dictation Task
- Links to the student's writing performance

Administration:

Refer to Marie Clay's "An Observation Survey of Early Literacy Achievement"
pgs 104-106 (2nd edition)
pgs 58-59 (1st edition)

- Must be administered one to one

Helpful hints:

- Encourage student to generate many words in allotted time – high frequency, patterns etc
- When the student can write more than 40-45 words the value of this score for predicting further changes in literacy learning diminishes – measure how the student works with more traditional spelling
- Record the correct spelling under incorrect attempts after the student has left
- A word may seem correct but was intended to represent another e.g. dog might actually be god.
- Do not prompt for rhyme or pattern
- Prompting is in groups of words to avoid the tool becoming a dictation/ spelling test
- Make sure the tool is administered where the students don't have access to copying words
- Ensure that enough paper is available for the student to record his/her responses

PETERS SPELLING IN CONTEXT

Purpose:

- To identify student's application of spelling strategies (phonological, orthographic, morphemic)
- To identify the auditory processing strategies employed by a student
- To record the student's knowledge of high frequency words
- To observe handwriting and capitalisation behaviours
- To observe how the student operates on a sustained piece of dictated text

Think About:

- Are the results reflective of the student's writing?
- What type of analysis will most benefit teaching?
- What spelling strategies need to be explicitly taught?

Administration:

Peters, M.L. & Smith, B. (1993), "Spelling in Context - Strategies for Teachers and Learners", NFEET – Nelson, UK)

- Must be administered in small groups of up to six at a time

Helpful Hints:

- Record anecdotal notes by observing student's writing
- Use the appropriate lined paper applicable to student's experience
- Allow enough time to complete in one sitting
- Think about the groupings of the students (fast and slow writers)
- Students need to be spaced apart to avoid copying
- Advise students to signal if the teacher is going too fast
- Encourage students to attempt each word